

# Learning Improvement Plan – Goal 1



## STEP 1 Analyse and Prioritise

Site name: Karcultaby School  
Based Preschool

**Goal 1: Goal 1: For children to show curiosity, share their ideas and ask questions in play.**



## STEP 2 Determine challenge of practice

### Challenge of Practice:

If we intentionally design purposeful play experiences then children will show curiosity, share ideas and ask questions in play.

### Success Criteria (what children know, do, and understand):

Through ongoing analysis of our pedagogical documentation, we will see children:

- express wonder, interest and cognitive engagement in their environment
- revisit previous learning experiences and plan new challenges
- initiate and contribute to play experiences
- interact with others to clarify and challenge thinking



## STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
<p><b>Educator will use shared sustained thinking strategies, in particular asking open ended questions and providing wait time during small group play experiences.</b></p>	<p>1.1 The educational programme enhances each child's learning and development</p>	<p>Term 1</p>	<p><b>Educator will</b> support children by providing positive reinforcements and affirmations to encourage children to explore and play.  <b>Educator will</b> encourage children to share ideas and use each other as resource.  <b>Educator will</b> use open ended questions and 'I wonder' statements to help children clarify, elaborate, and extend ideas (e.g., How will you...? What can you tell me...?)</p>	<p>EYLF            SST resources- TEAMS            RRR Scales- Quality Interactions            Cognitive Domain- Preschool Curriculum Resource</p>

			<p><b>Educator will</b> give wait time to allow children to respond</p> <p><b>Leader will</b> conduct observations/walk throughs to monitor and give feedback on the level of questioning, using RRR Scales (Quality interactions).</p>	
<p><b>Educator will intentionally design purposeful learning environments.</b></p>	<p>1.2 Educators facilitate and extend each child’s learning and development</p> <p>3.2 The service environment is inclusive, promotes competence and supports exploration and play-based learning</p>	<p>Ongoing-critical reflection of environment twice per term.</p>	<p><b>Educator will</b> seek information from families to assist with creating purposeful learning environments.</p> <p><b>Educator will</b> intentionally plan learning environments relevant to children’s development, interests and needs and aligned to family advice and suggestions.</p> <p><b>Educator will</b> seek children’s voice and agency to assist with design of learning spaces.</p> <p><b>Educator will</b> provide open-ended materials for children to play and explore.</p> <p><b>Educator will</b> be responsive and in tune with the child- knowing next steps.</p> <p><b>Educator will</b> access professional development in relation to the learning environment and critically reflect on areas for improvements.</p> <p><b>Educator will</b> conduct an audit of the current environment aligning to RRR environment scales (Exploratory, Pretend/Symbolic, Sensory/ Physical, Social) and assess effectiveness of learning environment.</p>	<p>RRR Scales</p> <p>Critical Reflection question prompts</p> <p>Kelly Goodsir</p> <p>Seaman/Slattery online PD- “I’m new to setting up environments.” “More than just supervising outdoors”</p> <p>Supporting Purposeful Play-Leading practice paper.</p>